


Module 2: Working well together

<p>Aim of the module</p> <p>By the end of the module participants should:</p> <ul style="list-style-type: none"> • better understand what motivates themselves and others in the group. • have identified what action to take in order to address people’s motivational needs • have identified what the group is doing well in order to achieve effective teamwork. • Identified what needs to be done to improve effective team work. 	 <p><i>Total time for the module: 1 hour 50 to 2 hours 40 (including a 15 min break)</i></p>
<p>Activity 1 Introduction</p>	<p>5 mins</p>
<p>How to do it?</p> <p>Our biggest strength is the capacity, enthusiasm, knowledge and experience of those working on the campaign. To get the best out of our group it is essential to make sure we spend time thinking about how we can get the best out of ourselves and the group. To be able to do this we need to spend time thinking about what motivates us, how we can work effectively as a team (teamwork), and the skills we bring to our group and our campaign (many of which we don’t all know about!)</p>	

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<h3>Activity 2: Motivation</h3>	<p>40 mins</p>
<p>Aim of the session</p> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • better understand what motivates them self and others in the group. • have identified what action to take in order to address people’s motivational needs 	
<p>How to do it?</p> <p>a) ask people to, either on their own or in pairs, b) write anonymously on pieces of paper the answer to the following question: ‘what do you personally want to get out of taking part in this campaign and taking part in meetings?’ (5 mins) c) Trainer attempts to theme these and then reads them out. (They are not stuck on the wall so that nobody can recognise other people’s handwriting). The themes are written on a flipchart for all to see. (10 mins) d) People go into small groups or pairs and discuss what the group needs to do to ensure that these motivational needs are met. (10 mins) e) Facilitator writes these on the flip chart and group discusses them and agrees which to take forward and how (drawing from the resource sheet ‘Working well together: Motivation’) (15 mins)</p> <p>This activity is designed to encourage the group to think about the actual needs of those in the group. If however, the trainer wishes to have a general conversation about motivation and groups they could do the following:</p> <ol style="list-style-type: none"> 1. participants (either in pairs or small groups) are asked to list some of the reasons/what are some of the things that might motivate people to firstly join our campaign and secondly come to our meetings? These are listed on the flip chart (15 mins) 2. in different small groups/pairs discuss what the group needs to do to ensure that these motivational needs are met. (10 mins) 3. Facilitator writes these on the flip chart and group discusses them and agrees which to take forward and how (drawing from the resource sheet) (15 mins) 	

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What stuff do I need?

- A5 pieces of paper
- marker pens
- flipchart

Resource sheet 'Working well together: Motivation'

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<h3>Activity 3: Working well as a team: how do we organise ourselves?</h3>	<p>20 mins</p>
<h4>Aim of the session</h4> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have identified what the group is doing well in order to achieve effective teamwork. • Identified what needs to be done to improve effective team work. 	
<h4>How to do it?</h4> <p>Participants are placed in groups of 5 to 7 people, each group arranged in a semicircle of chairs.</p> <p>b) The facilitator gives a set of numbered slips of paper to each group and asks them to lay out all the slips of paper on the floor so that everyone in each small group can see them.</p> <p>c) Written on each slip of paper is a feature of teams that work well together (or an action which such teams frequently use).</p> <p>d) The group is asked to discuss each of the slips and to attempt to arrange them in order according to the answer to the following question: ‘which of these do we do well?’ (10 mins)</p> <p>e) Participants are then asked to consider ‘which of these could we work on some more?’ Without discussion each person writes, on an anonymous piece of paper, the numbers of the three main issues they think the group should work on so as to improve the group’s teamwork (10 mins)</p> <p>BREAK (10 mins) (During the break the facilitator themes the issues identified in the previous activity and writes the main issues on the flip chart (rewording some of the issues so that they are not personally identifiable)</p> <p>f) Group discusses the issues and agrees which to take forward and how (15 mins)</p> <p>If appropriate the resource sheet ‘Working well as a team: some tips’ is shared with the group.</p>	

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Trainer tips

Note: If the group has not been working together for a long time this same activity can be used to get them thinking about what should they put in place to ensure that in the future they work well together? The only change that needs to be made is in step d) which instead becomes 'the group is asked to discuss each of the slips and to attempt to arrange them in order according to the following question 'which of these should we try to do so we work well together as a team? Try to arrange them in priority order'.

What stuff do I need?

Resource sheet: 'Features of teams that work well together' (group activity slips)

- small pieces of paper (1 per person)
- pens (1 per person)
- marker pens
- flipchart

Resource sheet: 'Working well as a team: some tips'

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<h3>Activity 4 Paper plate game / Positive hands</h3>	<p>10 mins</p>
<p>Aim of the session</p> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • feel valued by all other participants. • recognise the qualities/skills they bring to the group. 	
<p>How to do it?</p> <p>Relationships can sometimes become a little strained with people focusing on the negative. These two choices of activities help the group to focus on the positive.</p> <p>Paper Plate game</p> <ol style="list-style-type: none"> each person takes a paper plate and sticks it using masking tape on their own back (they may need to do this for each other) Everybody must write one positive thing about each person on their paper plate (stress only positives and everybody must write on <u>everyone's</u> plate). <p>or Positive Hands</p> <ol style="list-style-type: none"> Everyone sits in a circle. Each person chooses a piece of A4 paper - it's nice to be able to choose a colour (so have several colours), and a felt tip/marker pen. Each person draws round their hand to create a hand outline on the paper, and writes their name on the top. Everyone passes their paper to the left, and writes something positive about the person whose paper they have received, on one finger (if there are five people), or somewhere on the hand (if there are more). They pass to the left again - each time they get a new piece of paper they write something positive about that person on the hand. Eventually they will receive their own paper back - people can choose to read these out, or keep them for themselves. 	
<p>What stuff do I need?</p>	

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- Paper plates (one each)
- Masking tape
- pens (1 per person)
- sheets of different colour A4
- marker pen / felt tips (1 per person)

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<h3>Optional Activity 1: Skills audit I: People Bingo</h3>	<p>15 mins</p>
<p>Aim of the session</p> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • recognise the number of skills that exist already within the group and that some skills that are essential for activism people will already have. • recognise where some of the gaps in skills may be 	
<p>How to do it?</p> <p>This is a short activity that introduces people to the idea of a skills audit, it works with a list of 20 skills.</p> <ol style="list-style-type: none"> 1. everybody in the group is given a people bingo sheet. All stand up and move around the group asking people which skill they can put their name against on the sheet. 2. If necessary set time limit (e.g. 10 minutes) in case not all the boxes will be completed. If all boxes are completed by anyone they shout out BINGO. 3. The facilitator builds some people’s confidence (especially those who are not very vocal) by asking who has completed what box (and asking one person to demonstrate the splits!) Before emphasising what a large number of skills the group already has (and where some of the gaps maybe) (5 mins) 	
<p>Trainer tips</p>	
<p>What stuff do I need?</p> <p>Resource sheet: Skills Audit I: People Bingo’</p>	

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<h3>Optional Activity 2: Skills audit II</h3>	<p>40 mins</p>
<h4>Aim of the session</h4> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • recognise the large number of skills that exist already within the group and that some skills, that are essential for activism, people will already have. • recognise where some of the gaps in skills may be 	
<h4>How to do it?</h4> <ol style="list-style-type: none"> 1. This is a more indepth activity than the People Bingo skills audit as it works with a list of some 70 skills. 2. The skills audit is printed onto A4 sheets (or ideally A3 sheets) and stuck on the walls of the room (with plenty of spaces between) 3. Everyone is asked to tour the room and put their name (or initials) against any of the skills they feel they may have (according to the traffic lights system). Green: 'I have a lot of experience in this area'. Yellow: 'I have some experience in this area'. Red: 'I'm not ready to do this'. 4. Encourage people to only put their names on the Green and Yellow spaces (if we ask people to put their names on the red lights it could be a demoralising and demotivating experience). Stress to people they don't need to be experts but just to have/ some level of skill/knowledge. The blank page is an opportunity for them to add any other skills that are not on the list. (If the trainer feels it is appropriate to push the participants a little more it may be worth considering asking people to write their names in the red column if they feel they 'are not ready to do this' at the moment but would like to learn). (15 mins) 5. Feedback I: The trainer encourages the group to recognise the skills that already exist in the group. They do this by getting to the group to start to share some of what has been written through asking the group questions such as: 'Does anybody want to ask each other about some of the skills that people have said they have?' 'Is there any skills that people have signed up to that you want to know more about?' 'How might this skill be useful for this group's campaigning work?' At this point it might be worth asking people to explain in a bit more detail about some of the more general skills they may have signed up to e.g. 'Can you tell us more 	

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about your experience of organising a public meeting?’ The trainer tries to build some people’s confidence (especially those who are not very vocal) by stressing the importance of some of the skills they may have signed up to. Before emphasising what a large number of skills the group already has (and where some of the gaps maybe) (10 mins).

6. Feedback II. Ask the group ‘Are there any skills gaps that they are particularly worried about?’ Ask them ‘How big a problem is it if you don’t have that skill?’ ‘Do you have any ideas of how you might do something about that?’ (Some options might be teaming up with others who do have that skill, linking with other EA groups, gaining that skill through some element of the EA programme,, researching online). It’s important to stress that it is very seldom that any one group has all these skills and that a lot of them are developed as the work goes on. (10 mins)
7. Another optional feedback activity could be:
Stress that people do best when they work on tasks they like doing. Thinking about the tasks listed above, is there anything you really enjoy doing and anything you would rather never do again? a) put a cross next to the ones you would rather never do (and your name), and put a star next to the things you’d really like to do (and your name) b) as a group have a look at the things you are good at and enjoy, the things you are good at but enjoy less, and the things you find difficult / hard to do. This info sharing should help you make better decisions.

What stuff do I need?

Resource sheet: Skills Audit 2 version A (for groups)

- Pens (1 per person)

Trainer tips

Note: the above activity is also available as a document that can be completed by people individually instead of as a group activity. To do this either print a copy of the ‘Resource sheet Skills Audit II version A (for groups)’ for each person (you can choose two pages per sheet when you print) OR use the Resource sheet Skills Audit II version B (for individuals) which is more like a form

Resource sheet Skills Audit 2 version B (for individuals)

*Note: This an alternative form of wording available for the traffic light definitions as follows:
Green: ‘I’m very happy to do this and have quite a lot of experience’.Yellow: ‘I’m happy to do this and have a bit of experience’. Red: ‘I’m not happy to do this at all’.*

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<h3>Optional Activity 3: SCOT analysis</h3>	<p>30 mins</p>
<p>Aim of the session</p> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have a shared understanding of how the group works together and organises itself in terms of its present strengths, challenges, opportunities, threats. 	
<p>How to do it?</p> <ol style="list-style-type: none"> 1. Two pieces of flipchart paper are stuck together (portrait style) and laid on the floor. A large flower is drawn on the paper (including stem and roots) 2. Participants are asked to think about ‘how the group works together, organises itself and responds to people’s needs’. Using the flower, participants (or the facilitator) use post its (or small pieces of paper) of different shapes and colours to show: <ul style="list-style-type: none"> ○ Strengths: roots ○ Challenges: bugs crawling over the stem (red) ○ Opportunities: petals (green post its). ○ Threats: dark clouds and lightning (cloud shapes) 3. This can be done individually or as one large group or by dividing everybody up into four groups (i.e. one group considers strengths, one group considers challenges etc.) (20 mins) 4. A large group discussion considers the strengths and opportunities and how they can be built upon to address some of the challenges and threats: Prompt questions could include the following: <ul style="list-style-type: none"> ○ Challenges (internal to the organisation) : a) ‘what (maybe not who) causes any tensions we may experience as a group?’ b) ‘what things do we do - or don’t do - as a group that might be stopping us achieve what we want to achieve?’ ‘where are the gaps?’ ○ Strengths: (internal to the organisation) a) What’s working best about how we’re working?’ b)When we’ve done our best, even if it wasn’t perfect, what did it look like? how did it work, who did what?’ c) some types of strengths are people, physical resources, financial, things you do d) ‘It looks like you are struggling to find many strengths, looking back at the challenges you put down, think back to when you did manage to achieve any of these in any small way’. Insert on the diagram). 	

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<ul style="list-style-type: none"> ○ Opportunities: petals (green post its). a) ‘are there things that other organisations do, to work effectively, that you think we should do more of?’ b) ‘who could you work with in the future?’ c) ‘are there things happening at the moment that make campaigning easier?’ d) ‘who is campaigning well at the moment and what are they doing - what can you learn from this?’ ○ Threats: dark clouds and lightning (cloud shapes). a) ‘when you think about our organisation in 1 or 2 years time what worries you?’ b) what things outside of our organisation might become threats in the future? <p>5. Any agreed actions (agreed by the group) are written up for all to see. (10 mins)</p>	
<p>Trainer tips</p> <p><i>As an alternative to the flower (which you may feel is too similar to the tree used in the introductory session) it is possible to use the analogy of a Bus (Strengths: go in the petrol tank or wheels. Challenges: nails in the road ahead. Opportunities: seats in the bus. Threats: dark clouds and lightning)</i></p>	
<p>What stuff do I need?</p> <ul style="list-style-type: none"> ● Flipchart paper ● Sticky tape. ● Post its of different colours/shapes ● Blu tack 	

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<h3>Optional Activity 4: River diagram</h3>	<p>90 mins</p>
<p>Aim of the session</p> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have reflected upon how the group has functioned together in the past (in terms of challenges and things that have gone well) • identified things to work on for the future 	
<p>How to do it?</p> <p>An activity for a group that has been in existence for a while (ideally more than eighteen months)</p> <ol style="list-style-type: none"> 1. Each person has 2 Flip chart sheets stuck together (landscape to make one long flip chart) and a set of markers. 2. Each person draws a river journey to describe the activity/progress of their group over the last few years (they decide the time frame but are encouraged to think back up to 10 years). The picture uses river features (rapids, tributaries, dams, swamps etc) to describe the group’s journey (20 mins). 3. In groups of 3 share the journey with each other and list on A5 sheets ‘what have been the challenges in how you have operated as a group (and their name)’ These are stuck on the wall (25 mins) 4. Mix the groups up again to share the journey with each other and list on A5 sheets ‘what has gone well in terms of how the group has operated and why?’ (and their name) (25 mins) 5. Time to tie all this together. How can we build on our assets and tackle our problems in the future. Go back to your rivers and think about what next. What happens to the river over the next year or so? Working on your own draw its course. What do you want it to look like/ Is it the same (that’s OK if it is) or is it different? (10 mins) There will be things you want to do this year to help the river in its course. If there have been ideas you have heard from others that you think could help you in your planning grab them now and talk to help you come up with some action steps (maybe these will be action steps you can do together). (10 mins) 6. Write your ideas for action and place them on the future river (remind them that these can be personal/group or regional actions). This conversation can be enriched/stimulated by the use of the resource sheets ‘Working well as a team: some tips’ and/or ‘Features of teams that work well together’ 	

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What stuff do I need?

- Flipchart paper
- Sticky tape.
- Post its of different colours
- Blu tack
- Marker pens of many different colours (inc blue)
- A5 paper (2 different colours)

Resource sheet: 'Working well as a team: some tips'

Resource sheet 'Working well together: Motivation'

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<h3>Activity 5: What does this mean for our campaign?</h3>	<p>5 mins</p>
<p>How to do it?</p> <p>A whole group discussion</p> <p>This is a chance to reflect on what action has been decided upon during the session. Prompt questions (depending upon what stage the group is at) could include:</p> <ul style="list-style-type: none"> • Lets just check what actions we've agreed today? • Do we need to add anything to the campaign planner resource sheet? (i.e. in the box: 'Working well together: What do we need to do to work well together as a campaign team?') • (Time permitting: ask the group for any reflections from the session or on any learning from the session). • Check arrangements for next session. 	
<p>What stuff do I need?</p> <p>Resource sheet: Campaign planner</p>	